

Form Purpose:

The Building Administrator Self-Assessment Form is an optional evaluatee-initiated form to be used during the evaluation process.

Form Design, Part 1:

RIDE *ri.gov*

Rhode Island Department of Elementary and Secondary Education

Building Administrator Self-Assessment

The purpose of the Self-Assessment is to allow educators to reflect on their past performance, relevant student learning data, prior evaluation data, and professional goals for the upcoming year. Before completing the Self-Assessment, review information from prior evaluations (especially last year's), including feedback from your evaluator, as well as the components outlined in the Administrator Professional Practice and Professional Foundations Rubrics.

Self-Assessment - Professional Practice

Professional Practice Rubric At a Glance

Using the Building Administrator Professional Practice Rubric, identify strengths and areas of growth for each domain. Not all components must be selected.

Domain 1: Mission, Vision, and Goals

1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators, and stakeholders. Not Selected

1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources. Not Selected

Domain 2: Teaching and Learning

2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction. Not Selected

2b: Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards. Not Selected

Domain 3: Organizational Systems

3a: Addresses real and potential challenges to the physical and emotional safety and security of the school community. Not Selected

3b: Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning. Not Selected

3c: Employs and improves an evaluation and support system that drives staff and student growth. Not Selected

3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching. Not Selected

Domain 4: Community

4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. Not Selected

4b: Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community. Not Selected

Professional Practice Summary

Briefly describe your rationale for selecting the above strength(s).

Briefly describe your rationale for selecting the above area(s) for growth.

Form Design, Part 2:

Self-Assessment - Professional Foundations

Professional Foundations Rubric At A Glance

Using the Building Administrator Professional Foundations Rubric, identify strengths and areas of growth for each domain. Not all components must be selected.

Domain 1: School Responsibilities and Communication

PF1: Understands and participates in school/district-based initiatives and activities. Not Selected

PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress. Not Selected

Domain 2: Professionalism

PF3: Acts on the belief that all students can learn and advocates for students' best interests. Not Selected

PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions. Not Selected

PF5: Acts ethically and with integrity while following all school, districts and state policies. Not Selected

PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning. Not Selected

Professional Foundations Summary

Briefly describe your rationale for selecting the above strength(s).

Tahoma

Briefly describe your rationale for selecting the above area(s) for growth.

Tahoma

Self-Assessment - Priority Growth Areas

Review the areas for growth identified above. Reflect on your professional growth over the last year and prioritize up to three growth areas below.

Priority Growth Area #1

Priority Growth Area #2

Priority Growth Area #3

Print

2

Process Overview

1. Locate the Form in the Task List

Located on the “My Evaluation Cycle” tab of the EPSS dashboard, the **Task List** is the tabbed area beneath Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the “All” tab and you can also use the “Action Required” tab to find only those forms currently requiring action or waiting to be initiated.

After locating the Optional Teacher Self-Assessment form in the Task List, click the “Complete” action link adjacent to the form title. This will launch the form in its own tab/window.

2. Complete the Form

1. In both the Professional Practice and Professional Foundations sections of the form, you will see each component listed with a corresponding drop-down field. Use these **drop-down fields** to indicate whether you consider that component to be one of your “strengths” or an “area for growth.” You can also leave it at its default position, “Not Selected.”
2. Following the Professional Practice component drop-down fields is a pair of **Summary text boxes**. Use these to describe your rationale for selecting the strengths and areas for growth you identified.
3. Do the same in the Professional Foundations Summary portion of the form.
4. The last section of the form is reserved for your **Priority Growth Areas**. Based on the information you have entered above and your professional growth over the last year, prioritize up to three growth areas using the three text areas provided.

3. Form Acknowledgement

As per Form Settings, this form does not require acknowledgement by the Evaluatee.

4. Finalize the Form (To be completed by the Evaluator)

The Finalize Element function is found in the **Evaluation Profile** of the Evaluator’s **Process View**.

1. From the user’s **Evaluation Profile**, expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:

- “Finalize the element” and click Submit on the pop-up window to immediately finalize the form.

OR

- “Route to Administrator” and click Submit in cases where another evaluator needs to review and finalize the form.



NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.

Choose an action: ☒ Finalize the element ☐ Route to administrator

Notify User: ☒

Administrator:

Notes:

Submit